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But this Hinâyana, which consisted exclusively of monks, was severer in discipline and more rigid in doctrine than the other schools and assumed at the same time an authority which mislead historians and Pâli scholars to regard it as the sole, original, and unadulterated Buddhism. Their conception of the situation, however, leaves gaps in the history of Buddhism which throws our comprehension of the development of its churches, especially in Nepal and Burmah, but in other countries also, into confusion.

Professor Poussin's work is not yet complete. He gathers materials of which the present edition of ancient MSS. is a beginning only. We hope to see more from his pen and do not doubt that his labors will bring valuable materials to the notice of scholars and become a safe foundation for a critical and truly scientific history of Buddhism, which as yet does not exist. P. C.

La Mathématique. Philosophie—Enseignement. By *C. A. Laisant.* Paris: Georges Carré and C. Naud. 1898. Pages, 286.

We have in this work a new contribution to the philosophy of mathematics,—a field which has been much worked, but in which considerable labor yet remains to be done. M. Laisant has given us a clear and simple book, which makes no pretension to erudition or to metaphysical cloudiness; he has addressed his utterances not to finished students of the higher branches of mathematics nor to persons who have no knowledge whatever of this science, but to those who have already studied the subject, who are teaching and applying it, but have not had the opportunity of making it a specialty. Mathematics has grown to such proportions in the nineteenth century, and research in each branch has been pushed so far, that it is impossible for any single individual to command it in its full extent; much less, then, is it to be supposed that instructors and students who have not made this science their life-study can be in the possession of secure and comfortable ideas regarding its actual status and its possibilities. It is to meet the wants of this class that the book has been written.

The relations between philosophy and mathematics are first discussed, and the opinion of Leibnitz quoted that "one cannot go to the bottom of philosophy without mathematics, that one cannot go to the bottom of mathematics without philosophy, and that without both one cannot go to the bottom of anything." The work is divided into three parts, viz., (1) the philosophy of pure mathematics, (2) the philosophy of applied mathematics, and (3) instruction in mathematics. The first part deals with the classification of the mathematical sciences, arithmetic, arithmology, algebra, the infinitesimal calculus, theory of functions, geometry and analytical geometry, and pure mathematics; the remaining parts are correspondingly divided. The author believes in the experiential origin of mathematics, contending that the only difference between this science and the other sciences is that it borrows a minimum of notions from experience, the rest being a purely logical development. There are interesting remarks upon the object and utility of the mathematical sciences; the discussion regarding the classification of the various subdivisions of mathematics involves many instructive points, and constitutes a broad, general survey of the present state of mathematical research.

The chapter on instruction is also interesting and suggestive. As to the amount of primary instruction which should fall to the share of pupils, the author believes that the first elements of the sciences of number and of space should be inculcated, but not in a mechanical manner; the course should be an elastic one, the general outlines of which only should be determined. The theoretical instruction, further, should be supplemented by applications to real facts,—which applications should be few and happily chosen, rather than many and indiscriminate. M. Laisant contends that if the elements of arithmetic, algebra, and geometry were disengaged from the mass of parasitic propositions which envelop them, if they were reduced in quantity so as to embrace only the leading ideas and the essential methods, enough time would be gained and sufficiently clear ideas would be imparted to enable instructors to include in all courses leading up to University examinations the elements of analytical geometry and the infinitesimal calculus. This amount of instruction, which is thoroughly reconcilable with the requirements of a course of general culture, and which does not transcend the ordinary intelligence, is what should be expected of every educated person.

While the author makes no pretension to profundity, and does not expect that his work will throw great light on the metaphysical foundations of mathematics, his ideas are impregnated with common sense and are clearly stated; instructors and students will both profit greatly by a perusal of the book. There is a bibliography and an index.

We cannot, in conclusion, refrain from complimenting the publishers on the elegant taste they have displayed in the letter-press and especially in the binding of the volume.

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DAS PRINCIP DER ERHALTUNG DER ENERGIE UND SEINE ANWENDUNG IN DER NATURLEHRE. Ein Hilfsbuch für den höheren Unterricht. By *Hans Januschke*. Leipsic: B. G. Teubner. 1897. Pages, x, 456. Price, bound, 12 M.

The present work is another evidence of that reform in the methods of instruction which has replaced the old dogmatic method by a mode of exposition predominantly psychological and historical in character; it has also been noticeably influenced by the philosophical movement in science which found its expression in the works of Helmholtz, Kirchhoff, Dühring, Mach, Hertz, Boltzmann, Ostwald, and others. The aim of the author has been to demonstrate, by practical exposition, the validity of the principle of the conservation of energy in every branch of physics, to lay in this way a unitary foundation for the whole subject, and so to satisfy the educational requirements of economy and consistency. He has treated his material according to the form which it has historically taken, beginning with mechanics and hydrostatics, and proceeding through heat to electricity, magnetism